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ABSTRACT

This teaching guide accompanying materials for parents to support the efforts of their limited-English-speaking high school children in a vocationally-oriented bilingual secondary program provides an explanation of the program and its objectives and suggests techniques for introducing and using the materials effectively with the parents. Steps to use in replicating the program in other districts, beginning with identification of the target population and proceeding through implementation, identifying community liaisons, selecting educators, scheduling, orientation, and evaluation are provided. A sample parent introduction letter, certificate of participation, and teacher's record chart are also included. (MSE)

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A Parent Involvement Model For Use With Limited English Proficient High School Students

ED274223

TEACHER'S GUIDE
THE VOCATIONALLY ORIENTED BILINGUAL CURRICULUM

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Developed By The
Trinity-Arlington Teacher And Parent Training
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An E.S.E.A. Title VII Project of Academic Excellence

Trinity College, Washington, D.C.
Arlington Public Schools, Arlington, Virginia

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Trinity-Arlington Project Staff

Dr. Carmen Simich-Dudgeon, Project Director
Shelley P. Gutstein, Coordinator for Data Collection and Product Dissemination
Sr. Ruth Koebel, Project Secretary, Trinity College
Dr. Jon Kaiser, Project Evaluator, The Network, Andover, Mass.
Dr. Magdala Raupp, Project Evaluator, The Network, Andover, Mass.
Chris Burman, Parent Coordinator
Synthia Woodcock, Resource Specialist
Felicia Meier, Resource Specialist, ESOL/HILT Teacher
Borin Chheng, Project Secretary, Arlington Public Schools
Khiet D. Dang, Bilingual Community Liaison
Dama Garate, Bilingual Community Liaison
Maria Isabel Hoyt, Bilingual Community Liaison
Yonnara Keng, Bilingual Community Liaison
Luangphinith Qouy, Bilingual Community Liaison

Arlington County Public Schools

Emma Violand de Hainer, ESOL/HILT Supervisor
Katharine Panfil, ESOL/HILT Project Specialist

Wakefield High School

Dennis Hill, Principal
Howard Long, Assistant Principal
Jane Carter, ESOL/HILT Teacher
Sheila Coles, ESOL/HILT Teacher
Simone Contreras, ESOL/HILT Teacher
Cecilia Firling, ESOL/HILT Teacher
Shirley Morrow, ESOL/HILT Teacher
Kate Pauls, ESOL/HILT Teacher
Vicky Ryan-Barr, ESOL/HILT Teacher
Gloria Valentin, ESOL/HILT Teacher
David Wittenburg, ESOL/HILT Teacher

Washington-Lee High School

Bill Sharbaugh, Principal
Dayna Smith, Assistant Principal
Mary Baker, ESOL/HILT Teacher
Lynn Balabanis, ESOL/HILT Teacher
Mary Daniels, ESOL/HILT Teacher
Mary Kay Lewis, ESOL/HILT Teacher
Mary Ulmer, ESOL/HILT Teacher

Trinity College

Sr. Donna Jurick, S.N.D., President
Sr. Rosemarie Bosler, S.N.D. Chair, Department of Education and Counseling

U.S. Department of Education

Dr. Mary T. Mahony, Project Officer, Office of Bilingual Education and Minority Languages Affairs

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Background

The Trinity-Arlington Teacher and Parent Training for School Success Project, a three-year Title VII project of Academic Excellence, was developed in response to a need to provide additional services to limited English proficient (LEP) students in Arlington County, Arlington, Virginia. During the first and second years of the project, English as a Second Language, (ESL) students in elementary schools in Arlington, Virginia, the implementation site, participated. During the second year, the program was extended to ESL students at the intermediate level. During the third and final year of the project, the Trinity-Arlington parent involvement model was adapted to meet the needs of limited English proficient (LEP) students at the high school level. The project served high school students from four language groups: Khmer, Vietnamese, Lao and Spanish. In addition, students from other language backgrounds, such as Farsi and Korean, received project assistance. In all, 507 students were served by the project in its third and last year of operations.

The Trinity-Arlington Model

The main goal of the Trinity-Arlington model was to facilitate the acquisition of certain vocationally-oriented English language skills in high school LEP students. This was achieved through the development of strong, supportive relationships between the students, their parents and school staff, via the use of a Vocationally-Oriented Bilingual Curriculum (VOBC). The VOBC was developed by participating teachers under the direction of the project resource specialists. Input was also obtained from counselors and bilingual community liaisons. The topics which comprise the VOBC were selected because they are representative of vocationally-oriented ESL content instruction nationwide.

The Vocationally-Oriented Bilingual Curriculum (VOBC) is the nucleus of the Trinity-Arlington model. It consists of a structured set of 19 home lessons designed to promote parent, student and school collaboration. A Teacher and Paraprofessional Training Component and a Parent Training Component work in tandem with the VOBC to increase student English achievement and parent knowledge.

The Vocationally-Oriented Bilingual Curriculum

The home lessons which comprise the VOBC were designed to supplement and reinforce the content of an ESL curriculum already in place. These lessons are designed to be a family learning experience rather than a homework assignment for the students. The lessons exist bilingually in the four project languages: Khmer, Lao, Vietnamese and Spanish. While the lessons are distributed in class, they are completed outside of class by the students with input from their parents. Students and parents also complete a brief bilingual Response Sheet (See Appendix, page 6 for sample), giving feedback on their impressions of the lesson and the learning experience. They may write their comments either in English or in their native language.

The lessons are listed and explained in greater detail in the section entitled "Teaching Strategies for Use with the VOBC", which can be found in the Appendix, page 7.

Home Lesson Synopsis

An integral component of each home lesson is a brief description of the topic being introduced. This simple strategy facilitates LEP parents' understanding of the home lesson and encourages them and their children to share cultural and language concepts together at home.

These descriptions are followed by a series of steps, each set off by Roman numerals, which are required to complete the lesson itself. The sections are as follows:

I. Introduction

This short section introduces the actual lesson and summarizes the activity the student will produce. All the home lessons of the VOBC contain this section.

II. You Will Need.

This section occurs in those lessons where materials external to the actual lesson itself are required for its completion. This section lists those materials that the student must obtain or have access to in order to complete the activity. The materials are simple and easily accessible items. The description in "Teaching Strategies for Use with the VOBC", in the Appendix, lists all of the items required.

III. Directions.

This portion outlines the actual procedures or steps the student must follow in order to complete the activity. Generally the steps include a short written paragraph, list or other easily completed written product.

IV. Advanced Activity.

All home lessons, except Lesson 1, contain directions for an additional activity geared toward students at a higher level of English proficiency.

V. Remember.

This section reminds the student to return to the teacher any products produced as a result of the home lesson as well as the signed Response Sheet.

The Response Sheet is designed to elicit feedback from project participants on several parameters: lesson difficulty, length of time required to complete each home lesson, which family members actually worked on the lesson with the student, and whether or not the information presented in the lesson was new to the participants. The Response Sheet contains ample space for any additional comments students or their parents/guardians have. The information garnered from these Response Sheets is used by project staff to evaluate each lesson and to further assist parents and students in resolving questions or problems that may emerge.

In order to illustrate the content and format of the lessons, the third home lesson, "The Importance of a High School Diploma" is described below:

The Importance of a High School Diploma

In this country today, most jobs that have possibility of advancement require a high school diploma. Often teenagers think if they drop out of high school and get a job, they can buy a car, get

lots of new clothes, and be independent. However, five years later, they will probably be at the same level job, while friends who stayed in school and earned a high school diploma will have entered the job market earning more money, and receiving benefits such as health insurance, sick leave and paid vacation time.

In some cases high school students must work to help support the family. However, if it is at all possible, the student should be encouraged to stay in school, and work part time after school and summers while finishing high school.

I. Introduction

This activity will help you plan your courses so that you will be able to receive a high school diploma.

MAKE A LIST OF THE COURSES YOU WANT TO TAKE IN HIGH SCHOOL.

II. You Will Need

School Handbook.

III. Directions

1. *Use the school handbook to review the courses that you will need to take so that you can receive a high school diploma.*
2. *On a separate sheet of paper, plan the courses you need to take during high school. Think of some elective courses you might also want to take.*
3. *Show this paper to your parent/guardian and discuss how your classes and getting a diploma can be very helpful for college and for getting a job.*

IV. Advanced Activity

A high school diploma offers you many advantages. See if you can list at least three of these advantages. In addition, see if you can list three disadvantages of not getting a high school diploma. Bring these lists to your teacher.

V. Remember

1. *Bring the list of courses to your teacher.*
2. *You and your parent/guardian fill out and sign the Response Sheet and return it to your teacher.*

Teacher Training

The overall goals of the teacher training were to:

- Develop, field test and revise the Vocationally-Oriented Bilingual Curriculum.
- Provide orientation to public school teachers, counselors and principals about the cultural backgrounds of project parents and students.
- Increase understanding on the part of teachers of the needs and expectations of LEP high school parents.
- Have teachers become more knowledgeable and able to help LEP students make important vocational and career choices, and
- Train teachers to encourage and enable the LEP parents to take a more active part in their children's education

Teacher training at the implementation site involved teacher participation in two graduate courses offered by Trinity College in Washington, D.C. The VOBC was developed as part of the course requirements and participants were trained to implement the Trinity-Arlington program at the high school level. Also included was cultural awareness training for the teachers, counselors and administrators who participated in the course. Often this training was provided by the bilingual community liaisons. Course participants also participated in multilingual meetings to orient the parents of LEP students to American schools in general and Arlington Public high schools in particular. The VOBC was adapted and translated into the four project languages (Khmer, Lao, Vietnamese and Spanish) and was pilot tested at two high schools in Arlington, Virginia, between January-April, 1986. As a result of the pilot testing, the VOBC has been revised and published for national dissemination.

Parent Training

The main goal of this component was to train the parents of LEP high school students to work supportively with their children as co-learners, facilitators and collaborators, to foster and exchange English language and cultural knowledge. Parent Training activities emphasized strong involvement and cooperation among parents, students and school personnel.

Key staff members in the implementation of parent activities in Arlington Public Schools were the Parent Coordinator and the Bilingual Community Liaisons. The liaisons, who were native speakers of the target languages of the project, were instrumental to the success of the project. Their main responsibilities were to provide information about the school system and to clarify the role of parents in promoting home-school cooperation and student achievement. The liaisons developed relationships of trust with parents. As parents realized that there was someone at the school with whom they could communicate in their native language, they began to participate more actively in school affairs. The liaisons accomplished parent training via contacting parents in their language group, encouraging them to attend parent meetings, conducting parent training sessions at formal and informal meetings, and by being available to parents to answer questions, and assist them in resolving educational and other issues.

Accomplishments of the Trinity-Arlington Project

- A field-tested parent involvement model was developed which consisted of the VOBC and a delivery system involving home and school collaboration. The goal of the model was to increase the English skills of the students while promoting parent involvement in the schools.
- Students reported acquiring a better understanding of the American school system, and learning more about career planning as a result of doing the home lessons. They reported increased interaction with their parents, siblings and/or guardians. Students also reported observing increased knowledge on the part of their parents.
- Parent response to the home lessons and to the Trinity-Arlington project was very positive. Frequency of parent contact with the school increased. Parents reported having

acquired important facts regarding the school system and procedures, as well as job related information. This acquisition of knowledge was evidenced by a statistically significant increase in scores on a test related to the content of the VOBC home lessons that was administered by the bilingual community liaisons to a randomly selected group of parents. The liaisons reported observing in the parents an increased cultural awareness, increased concern for their children's education and acquisition of more of the basic skills necessary for functioning in this society.

- In order to measure gains in students' English ability, changes in academic self concept and increases in students' knowledge of the content conveyed in the VOBC home lessons, various measures were administered. While the results of these measures were not available at the time this Guide was prepared, a strong relationship is expected to be found between project activities and gains in LEP students' English proficiency and academic self-concept.

Project Developed Materials

The Trinity-Arlington Teacher and Parent Training for School Success Project has published the following materials:

- The Vocationally-Oriented Bilingual Curriculum for Use with LEP high school students. The VOBC is available in Khmer/English, Lao/English, Spanish/English and Vietnamese/English.
- The Teacher's Guide to the VOBC. The Guide provides information regarding implementation of the VOBC.
- A 30-minute videotape to supplement the VOBC and Teacher's Guide. The videotape surveys the Trinity-Arlington Project and includes suggestions for its replication in other school districts.

For information regarding the products or any other aspects of the Trinity-Arlington Model, please contact:

Dr. Carmen Simich-Dudgeon, Project Director
Department of Education and Counseling
Trinity College
125 Michigan Avenue, N.E.
Washington, D.C. 20017

or

Ms. Terry Bratt, Acting Supervisor
ESOL/HILT Programs
Arlington Public Schools
1426 N. Quincy St.
Arlington, VA 22207

Replicating the Trinity-Arlington Model

Below are strategies for replication of the Trinity-Arlington model. It should be stressed that in all aspects of project implementation, there are various options that can be pursued by the school districts. Districts are encouraged to adapt this approach to their specific needs.

- **First Step: Identification of Target Population**

The first step in the implementation of the Trinity-Arlington model is to target or select those students and families that will participate in the project. This decision also involves selection of schools, grade levels and classes to be worked with. Ideally, all LEP students in a district will be able to participate, however, in practice, this is not always feasible. Each district will have to determine which of its students will take part in the project, if, for some reason, all its ESL students cannot participate. The materials exist in translation (Khmer, Lao, Spanish and Vietnamese), and can be translated into other languages as school districts' needs require. The materials can be distributed to students in English as well.

- **Second Step: Implementation Activities**

The second step in implementation of the Trinity-Arlington model is the designation of a coordinator to supervise the day-to-day implementation of the lessons. This person is responsible for the overall management of the project. This involves up to a 15-20% time commitment and should include the following tasks:

1. Become thoroughly familiar with the Trinity-Arlington project. This includes review of this Teacher's Guide, the VOBC and the Project Videotape, which provides an overview of the project.
2. Coordinate orientation for participating teachers, counselors and administrators.
3. Serve as liaison to the administration and the parents, providing background information and progress reports. The Project Videotape provides a comprehensive overview of the project and can be used to inform administrators, teachers, and community representatives about the project.
4. Prepare lesson material for distribution on a weekly basis to the participating teachers. Note that the lessons have been prepared in a single sheet format with the English back to back with its translation into each of the four project languages: Khmer, Lao, Spanish, Vietnamese. Lessons longer than one page can be stapled together, Response Sheets can also be stapled to each lesson. A paper color other than white may be used to distinguish the home lessons from other material the students receive.
5. Supervise collection and compilation of Response Sheet data.
6. Coordinate the activities of bilingual liaison staff members.
7. Plan, with bilingual staff members, an introductory parent meeting, an optional mid-project meeting with parents and an awards ceremony at the end of the project.
8. Gather evaluation data.

- **Third Step: Identification of Bilingual Community Liaisons**

The third step is the identification and training of bilingual liaisons or aides. This training should be concurrent with that of the teachers. The liaisons are key staff members of the project and their main responsibility is to provide the parents with information about the school system and to clarify the role of parents in promoting home-school cooperation and student achievement. In addition, some of their responsibilities are to:

- Contact LEP parents in their language group and attend evening parent meetings. The liaisons conduct parent training sessions during these meetings. During the pilot testing

of the VOBC it was found that the contact with a school staff person who spoke the language of the participating families was instrumental in encouraging the development of a trust relationship that later produced more parent participation.

- Work in the schools which participate in the project. They may distribute the activities, call parents when needed, hold discussions with parents, counselors and students. They provide cultural information about the parents/students to teachers and counselors.
- Translate the home lessons and other written material used to communicate with the parents.
- Participate in data collection activities for program evaluation, such as the translation and compilation of comments written on the Response Sheets.

Ideally, a bilingual liaison should work with each of the target language groups the project serves. In actual practice this is not always possible, as school district budgets do not always permit the hiring of additional staff. Alternatives exist, however, and the Program Coordinator can pursue them. These include contacting local parent and community organizations, local language organizations (e.g. Vietnamese Parents Organization), volunteer organizations or the volunteer coordinator of the PTA.

- **Fourth Step: Selection of Participating Educators**

The fourth step is to select the educators who will participate in the project. This may include determination of a specific class period or subject in which the home lessons will be distributed. The Project Coordinator should develop a plan for distribution of the home lessons and for classroom activities related to these lessons (See "Additional Teaching Strategies for Use with the VOBC", Appendix page 7). In the pilot testing of the VOBC it was found that fairly uniform presentation techniques within the classroom yielded the most positive results for the project.

- **Fifth Step: Calendar of Events**

The fifth step is to schedule a calendar of events for the project. These events include the following:

1. The beginning and ending dates for the project. The beginning of the project may coordinate well with a PTA meeting or "Back to School Night".
2. A calendar of distribution dates for home lessons. This calendar should also include dates when the Response Sheets and written products are returned to the school. It is suggested that the same days each week be used, possibly Fridays, for distribution of the home lessons and Wednesdays for their return.
3. Schedule Project-related parent meetings. These meetings should be conducted in languages the parents understand. Three meetings are suggested.

- *Orientation Meeting.* This meeting is indispensible in providing parents information on the background and goals of the project. It might include review of a sample lesson and a question/answer period. Ideally, bilingual liaisons should be present to translate.

  This meeting should be preceeded by an introductory letter (see Appendix, page 12 for a sample letter), in translation, sent to each family, which includes a distribution schedule for the home lessons. Telephone followup by the bilingual liaisons is helpful in assuring attendance at the meeting.
- *Mid-Project Meeting (optional).* A meeting held half way through the project gives parents a chance to discuss their role in the program and their responsibilities in the education of their children. Problems can be shared and solutions suggested. Teachers find that these meetings give them a chance to meet and talk with parents. Procedures outlined in the Orientation Meeting section above should be followed in organizing this meeting, and bilingual staff members should be present.
- *Awards Ceremony.* To honor families for participation in the program, an awards ceremony is suggested. Certificates (See Appendix, page 13 for sample Certificate) can be awarded to families with a certain level of participation in the project (100% or some predetermined cutoff number). Parents can be asked to comment on their project experiences. This meeting gives parents, students and project staff the opportunity to interact in a social situation.

- **Sixth Step: Orientation of Participants**

The sixth step in the implementation of the Trinity-Arlington model is that the project coordinator plan and execute a thorough orientation for participating teachers, counselors and administrators. The Project Videotape is a helpful supplement for this type of orientation. The half-day orientation should include the following:

- A review of the goals of the project
- Viewing of the Project Videotape, and discussion
- Introduction of the bilingual staff members and discussion of their role in the project
- Review of the VOBC home lessons and guidelines for classroom implementation. The guidelines are designed to facilitate the teachers' presentation of the lessons to the students
- Review of "Strategies for Use with the VOBC" and discussion of methods for presentation of lessons in class. In general, lesson presentation approximates the following:

  The teacher should make a few introductory remarks of explanation regarding the lesson and do some of the suggested classroom activities listed below in the Teacher Lesson Plans section. The teacher then distributes the lessons and any additional materials needed to complete the lesson. The teacher alerts the students to any additional materials they need to obtain, or have access to in order to do the home lesson. Actual time devoted to the presentation of each home lesson can vary, but should remain fairly uniform throughout the project.

  When Response Sheets and student written products are returned, the teacher should check off each student's work on the tally sheet that has been provided by the project (See Appendix, page 14 for a sample tally sheet.) The teacher then returns the response sheets to the project coordinator. It is suggested that the teacher review the written materials the students turn in. These materials should not be graded, so as to distinguish them from homework the students do. In the pilot testing it was found that teacher attention to and display of student products encouraged more student participation in the project.

- Teacher enthusiasm for the project is also an essential element for its success and should be cultivated via encouraging teacher involvement at all stages of implementation.

- **Final Step: Program Evaluation and Monitoring**

The last step in project implementation is evaluation of project success. The goals of evaluation* of the project address two issues. The first is to determine whether or not, as a result of the project, parents actually became more involved in the school and in their children's educations. The second goal is to document a connection between parental involvement and student's improvement in academic and English language skills.

While evaluation does require additional work on the part of project staff, it is essential in the documentation of project success, and often crucial to funding. The following are some of the research questions developed by the Trinity-Arlington Project evaluators to guide program evaluation. Below each question is a listing of the kinds of data that could be collected to address that question.

1. *What evidence is there that parents got involved in their children's education? What did this involvement look like?*
   - Response sheets, documenting activities sent home, rate of return of activities done, and parents' comments regarding each activity
   - Record kept by project staff of parents' attendance at school-related or sponsored functions and events
   - Log kept by community liaisons recording the number of contacts initiated by parents
2. *What evidence is there that English language skills have improved as a result of the program?*
   - Pre/post tests in the various skill areas (e.g., listening, writing, speaking, reading; grammer, vocabulary and study skills may be included.) The tests should be referenced to the ESL curriculum, as are the activities. A language test already in place in the district may be used for this purpose.
3. *What other evidence of growth is there?*
   - Pre/post test (cross referenced with the activities) to document growth in knowledge related to school-related matters, that has occured as a result of the program
   - Pre/post measures of academic self-concept. This test is given under the assumption that as students become more knowledgeable about school matters and procedures, their self-esteem will rise.

Additionally, project implementation in the classroom and the role of the bilingual community liaisons could be evaluated.

There are several issues the project coordinator will want to keep in mind in evaluating this, or any similar project:

1. Evaluation activities do add an extra burden to project staff and to school personnel involved. In order to lessen resistance, explain why evaluation activities are being conducted and, in preliminary meetings, explore ways towards cost and time effectiveness.
2. Help teachers and project staff perceive themselves as data collectors. Explain data collection procedures (e.g. test administration, interviews, observation of students) in detail, and enlist their help.
3. Prior to program implementation, establish a data baseline against which to measure gains (e.g. how may parents attended a function/event/meeting the previous year; how many calls were made prior to program implementation, etc.) In this manner, data obtained during program implementation can easily be compared to data collected without the benefit of the program.

   Likely sources of data might include:
   - Absenteeism
   - Homework return rate
   - Notes sent to school by parents
   - Communication between parents and teachers
   - Incoming calls from parents
4. Make sure that the program's practices are consistent across schools and that variations of program plan are acceptable.
5. Finally, look for "idea champions", those individuals, who, by virtue of their enthusiasm, might influence others and help program implementation and retention.

In summary, a well planned and executed plan for project evaluation will yield rich data that will be useful in determining the success of the program and ways it can be improved.

** This portion of the Guide is a summary of a report prepared for this publication by the Trinity-Arlington Project Evaluator, Dr. Magdala Raupp.*

Sample Response Sheet

ENGLISH

Activity # _____
Response Sheet

PLEASE TELL US

STUDENT:

1. How long did it take? _____
2. Did you have any difficulties doing this activity? Yes ___ No ___
3. What did you learn from this activity? _____
   _____
4. How could we make this activity better? _____
   _____

COMMENTS PLEASE:

_____
_____
_____
_____

_____
Student Signature

PARENT:

1. When did you do this activity?
   Mon ___ Tues ___ Wed ___ Thurs ___ Fri ___ Sat ___ Sun ___
2. Who did the activity with your child? Parent ____ Guardian
   Brother ___ Sister ___ Neighbor ___ Friend ___ Relative ___
3. How long did it take? _____
4. Did you have any difficulties doing this activity? Yes ____ No ____
5. Was the information on the last page of this activity new to you?
   Yes ___ No ___ helpful to you? Yes ___ No ___

COMMENTS PLEASE:

_____
_____
_____
_____

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Teaching Strategies for Use with the VOBC

Home Lesson #1: Back to School Night

Objective

To help parents and students learn more about school rules and regulations

Materials Required

1. A school map*
2. Each student's schedule with teachers' name and room numbers*
3. The names of principal, assistant principals, and counselors*

Outcome

A student-made schedule of his/her classes

Suggested Classroom Activities

1. A discussion of reasons parents can visit the school
2. A discussion of what parents expect when they come to school

Home Lesson #2: Understanding American Schools

Objective

To understand the roles and responsibilities of students in American schools

Materials Required

No additional materials required

Outcome

Beginning: A chart comparing schools in the native country with schools in the U.S.

Advanced: A paragraph agreeing with or disagreeing with the way things are in American schools

Suggested Classroom Activities

1. Teacher can introduce activity by reading aloud some of the statements given. Teacher can stimulate discussion by asking students if they think statements are true or false. Students are then directed to take the activity home and compare U.S. schools with the schools in their own country.
2. A discussion can be held about what the students like about American schools and what they do not like. Teacher can ask students what they would *change* about schools in the U.S.

Home Lesson #3: The Importance of a High School Diploma

Objective

To create a course plan of subjects needed for graduation

Materials Required

1. School Handbook*
2. Course Planning Form (District Specific)*

Outcome

Beginning: A completed education and career planning form including classes needed for graduation, plus electives

Suggested Classroom Activities

1. Teacher can introduce activity by discussing the advantages and disadvantages of finishing high school.
2. Teacher can list several courses on the chalkboard and ask the students to circle all those courses they think are required for graduation.

Home Lesson #4: Learning Attendance Rules

Objective

To learn the attendance policies of the school

Materials Required

School Handbook*

Outcome

Beginning: A list of excusable absences and tardiness

Advanced: A comparison of school attendance rules in the U.S. and the student's native country

Suggested Classroom Activities

1. Dialogue

   Teacher: Bill, you were absent yesterday. Did you bring your excuse?
   Bill: No, I'm sorry. I'll bring it tomorrow.
   Teacher: Don't forget it tomorrow or your absence will be unexcused.
   Bill: O.K. I promise to bring it tomorrow.

   Students can discuss what this dialogue tells them about how many days they have to bring in an excuse note.
2. Teacher can lead a discussion on attendance policies in students' countries.

*Materials provided by the school.

Home Lesson #5: Making a Family Tree

Objective

To learn more about family background

Materials Required

Paper and pen or pencil

Outcome

Beginning: Two family trees

Advanced: A paragraph about mother's or father's family

Suggested Classroom Activities

1. A discussion about family members
2. Teacher can make his/her own family tree and show it to the students.

Home Lesson #6: Career Orientation

Objective

To learn more about career training programs

Materials Required

1. A map of the community
2. Any career/training information the school/district has available*

Outcome

Beginning: A paragraph describing how to get career training

Advanced: Locate places in the community to get job training

Suggested Classroom Activities

1. Teacher can conduct a discussion of some of the different careers the students might choose.
2. Teacher can conduct a discussion of the importance of career training (for advancement, raises, etc.)

Home Lesson #7: Charting the Weather

Objective

To learn to listen for details about weather on television news programs

Materials Required

1. Television
2. List of school procedures for closing in bad weather*

Outcome

Beginning: A weather chart

Advanced: A paragraph explaining the importance of paying attention to the weather

Suggested Classroom Activities

1. Dialogue:

   Teacher: Juan, why are you wearing a T-shirt on such a cool day?

   Juan: I didn't know the weather.

   Teacher: It is important for you to pay attention to the weather.

   This dialogue can lead to a discussion about the different ways we can find out about the weather.

Home Lesson #8: Participating in Clubs and Extra-Curricular Activities

Objective

To learn about clubs and sports available in school

Materials Required

1. School Handbook*
2. A list of extra-curricular activities offered at each school*

Outcome

Beginning: A list of activities each student is interested in joining

Advanced: A paragraph about a club student would like to form

Suggested Classroom Activities

1. Teacher can conduct a class discussion on how to feel a part of the school.
2. Teacher can conduct a class discussion on the value of participating in clubs or sports.

Home Lesson #9: Looking at Job Applications

Objective

To understand what makes a good job application

Materials Required

No additional materials required

Outcome

Beginning: Answers to questions contained in lesson

Advanced: A sample job application

Suggested Classroom Activities

1. Teacher can conduct a discussion on what pieces of important information are required on most applications.
2. Teacher can conduct a discussion on how students think an employer makes the decision to hire someone.

Home Lesson #10: Volunteer Jobs

Objective

To help the student learn to look for volunteer jobs

Materials Required

A community newspaper

Outcome

Beginning: A list of possible sources of volunteer work

Advanced: A paragraph describing the benefits of volunteer work

Suggested Classroom Activities

1. Teacher can conduct a discussion on the reasons for volunteering for a job.
2. Teacher can conduct a discussion about volunteering in other countries. Do people do volunteer work? What kinds? Are there volunteer jobs in school?

Home Lesson #11: Making the Most of your Time

Objective

To help the student plan and better use his/her time

Materials Required

No additional materials required

Outcome

Beginning: A daily homework assignment sheet

Advanced: An after-school schedule

Suggested Classroom Actvities

1. Dialogue:
   Teacher: Please take out your homework. Sue, where is yours?
   Sue: I forgot we had homework.
   Teacher: Didn't you write it down?
   Sue: No, I forgot.
2. Discuss what usually happens when students forget to write down their homework assignments.

Home Lesson #12: Preparing for College

Objective

To help students prepare for college

Materials Required

No additional materials required

Outcome

Beginning: Checklist of steps needed to prepare for college

Advanced: A paragraph explaining why students want to go to college

Suggested Classroom Activities

1. Discuss what students know about preparing for college.
2. See if students can identify PSAT, SAT and financial aid.

Home Lesson #13: You and Your Guidance Counselor

Objective

To help the student make an appointment with a guidance counselor

Materials Required

1. Counselor's name and room number

Outcome

Beginning: A list of steps that student needs to take to see the guidance counselor

Advanced: A paragraph about going to see the guidance counselor

Suggested Classroom Activities

1. Ask the students if they know who their guidance counselor is.
2. Ask students if they can describe some situations in which they may need to go to the guidance counselor.

Home Lesson #14: Career Planning

Objective

To help students choose a career

Materials Required

No additional materials required

Outcome

Beginning: A list of possible jobs in a particular field

Advanced: A description of a field of work (education, salary)

Suggested Classroom Activities

1. A discussion about why people choose certain careers — interest, salary
2. A discussion about how people in different countries choose a career (i.e. family, personal choice)

Home Lesson #15: Knowing Your School Police Officer

Objective

To understand the school police officer's role

Materials Required

No additional materials required

Outcome

Beginning: Answers to questions. Teacher may review these orally when response sheets are returned.

Advanced: A paragraph about a conversation with the school police officer

Suggested Classroom Activities

1. Teacher can conduct a discussion about the school police officer at the school.
2. The school police officer can be invited to class to speak to the students.

Home Lesson #16: Reading Classified Ads

Objective

To help the student learn to read classified job ads

Materials Required

A newspaper

Outcome

Beginning: A description of a selected job ad

Advanced: A list of jobs from a "help-wanted" board

Suggested Classroom Activities

1. Samples of Classified Ads can be put on a transparency and discussed in class.
2. Teacher can conduct a discussion about the various ways/places one can find a job.

Home Lesson #17: Remembering Holidays

Objective

To have students compare holidays in their native countries with those in the U.S.

Materials Required

A calendar

Outcome

Beginning: A list of the names and dates of five U.S. holidays.

Advanced: A paragraph about the celebration of a holiday in student's native country

Suggested Classroom Activities

1. Teacher can conduct a discussion of an upcoming holiday and how it is celebrated
2. A discussion of holidays that most countries celebrate (i.e. New Years, Independence Day, etc.).

Home Lesson #18: Preparing to Write a Resume

Objective

To help the student fill out the "Work Experience" section of his/her resume

Materials Required

No additional materials required

Outcome

Beginning: A list of different experiences student has had that would help student get a job in the U.S.

Advanced: A paragraph describing work experiences student had in his/her native country

Suggested Classroom Activities

1. Teacher can conduct a discussion on the different work experiences students have had. This can include babysitting, raking leaves, etc.
2. Dialogue:
   Interviewer: Now, what kind of experience have you had?
   Interviewee: I've done some things, but I'm not sure you're interested in them.
   Interviewer: Please tell me what they are.
   Interviewee: I helped my father on the farm in my country. Here I babysit all the time.
   Interviewer: Those are good work experiences. They will help you with the job I may have for you.

Home Lesson #19: Preparing for a Job Interview

Objective

To practice for a job interview

Materials Required

No additional materials required

Outcome

Beginning: A practice conversation where the student talks about him/herself

Advanced: A list of steps to take to prepare for a job interview

Suggested Classroom Activities

1. Teacher can conduct a discussion about what information is important to talk about in a job interview.
2. Dialogue:
   Applicant: Hello, my name is _____.
   Mr. Smith: I'm John Smith. Please have a seat. Tell me a little about yourself.
   Applicant: I'm a student at _____ school. I helped my father in his shop in my country and I would like a job here after school and on weekends.
   Mr. Smith: Sounds good. I have two other people to interview first. I'll give you a call when I decide whom to hire.
   Applicant: Thank you for seeing me. I hope to hear from you soon.

Sample Letter

Dear (Parent's name/s):

We are very pleased to welcome you and your child to _____ school and to our Parent Training Project.

We have scheduled several meetings during this school year. The teachers, counselors and administrators want to meet parents and establish good communications between the school and the home. We will let you know the exact dates closer to the meetings.

As part of this project you will be receiving throughout the year several activities on blue paper. Please help your child with each activity and then fill in your portion of the Response Sheet. Have your child fill in the student section and bring the completed sheet back to his teacher. Please feel free to make comments or ask questions in the Comments section.

All our activities follow the same routine. They give step-by-step instructions on how to do them. There is no right or wrong way to do these activities. Each activity is based on our school curriculum and reinforces what the teacher teaches in the classroom. They will help you better understand the American school system, preserve your cultural heritage or guide you and your child in making future plans.

We look forward to working with you and your family this year.

Sincerely,

Sample Certificate

TRINITY/ARLINGTON TEACHER AND PARENT TRAINING FOR SCHOOL SUCCESS PROJECT

This Award Recognizes

_____

for participating in our Title VII project which encourages parent involvement in the education of their children.

_____ ESL Coordinator

_____ Principal

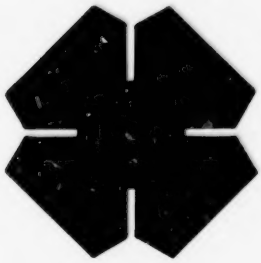
_____ ESL Teacher

_____ Date

Sample Record Chart

TEACHER'S RECORD CHART

STUDENT NAME | ACTIVITIES



COMMENTS ON THE PROJECT

From a bilingual community liaison, regarding a parent meeting:

It was a fantastic meeting!. . . First I told them why it was important to meet. It is a custom in this country and the school expects it. By meeting, parents get to know each other and realize they have mutual concerns. Parents can influence school policy and programs.

Parents

From a Cambodian parent:

I am the mother of two students and like the activities very much because they help my children learn more English.

From a Vietnamese parent:

I am very pleased with the activities you send to us. They are good and helpful because they are in our language. The activities are also good because they teach many things to our children.

From Students

Hispanic student:

I have learned more about American schools. This, in turn, will help me in other areas of my life as a student.

Hispanic student:

I love doing the weekly activities. Through them you are teaching us how to do things correctly and how to decide our own future.

Cambodian student:

This activity helped students better understand about how to improve their school work. I hope that the school will continue to assist us more in terms of academic achievement.

Vietnamese student:

Because of this project I have learned something about how to get a job and prepare to go to job interviews. It is important for me to find a job.